

IEATP II: Evaluation of Administrators



Module 6
Continuing the Journey
with Jim, Glenn and Jan
February 10, 2010



Outcomes for Participants

- ▶ Demonstrate knowledge of the Iowa Standards for School Leaders, including criteria and descriptors. (Modules 1-3)
- ▶ Practice coaching skills, including supportive/facilitative, directive/ instructional, and collaborative. (Modules 4-5)
- ▶ **Evaluate and administrator, providing appropriate feedback and support. (Begins today)**
- ▶ Develop an individual professional development plan in collaboration with an administrator in your district.

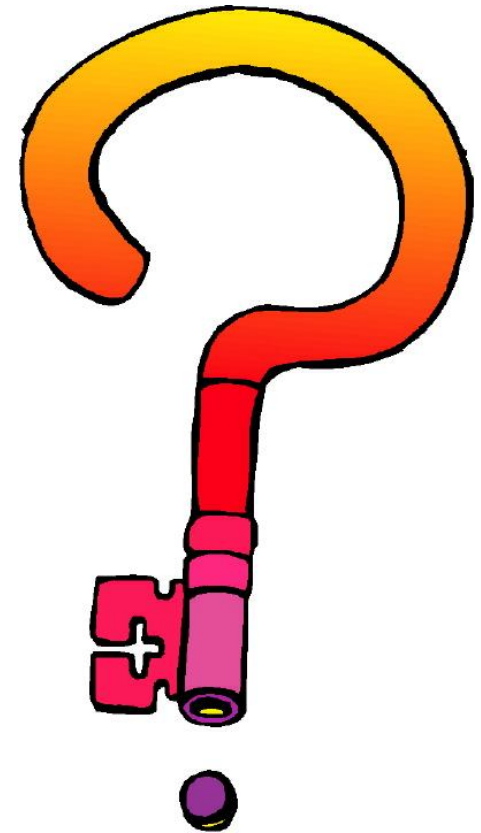




Essential Question

This morning's work strives to answer the question:

“What would an effective evaluation look like, sound like, feel like?”





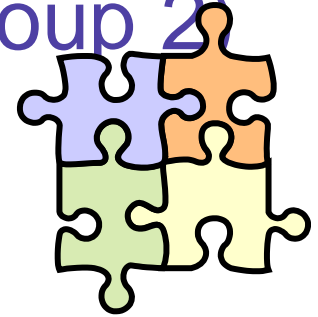
Outcomes for Module 6:

- ▶ By the end of Module 6, participants will be able to:
 - ▶ Identify the various components that are critical to an effective evaluation process.
 - ▶ Review a variety of evaluation instruments.
 - ▶ Create an action plan for implementing a formal formative evaluation.
 - ▶ Begin to develop an individual professional development plan.



Putting the Puzzle Pieces Together

1. What Are the Research-based Practices of Effective Principals? (Group 1)
2. What Are the Research-based Practices of Effective Superintendents? (Group 2)
3. What Are the Key Learnings from Research on Change? (Group 3)
4. How Does ORID Questioning Fit with Effective Coaching and Conferencing? (Group 4)



15 Minutes





The Knowing-Doing Gap

“The evaluation systems that are now in place display an intellectual understanding of what needs to be done, but lack the fundamental ability to act on that knowledge”

Doug Reeves, *Assessing Educational Leaders*



Burning question

- ▶ Reflect for a minute, make notes on this burning question....
- ▶ ***“As I look at myself as an evaluator, what do I think I do well? What do I think I need to improve?”***



“First and Last Word”

- ▶ Groups of 3
- ▶ First person shares his/her reflections on the “burning question” while the others listen.
- ▶ Each person comments or probes with a possible question on the individual’s response. First person only listens and does not respond.
- ▶ First person has the opportunity for the ‘last word’ to comment, clarify, or answer questions.
- ▶ Process repeats.

15 Minutes





Some Thoughts to Ponder

- ▶ “You'll have trouble creating a new culture if you insist on doing it in ways that are consistent with the old one” - *High Velocity Culture Change*
- ▶ “We've entered an era where the organization must adopt a “do what works” mentality instead of trying to live out a “do what feels good” philosophy” - *High Velocity Culture Change*
- ▶ “Your job is to give everyone in the organization your personal accountability for transforming the culture” - *High Velocity Culture Change*
- ▶ “Successful leaders challenge the process, inspire a shared vision, enable others to act, model the way, and encourage the heart.” - *The Leadership*
- ▶ “The leader of the past knew how to tell; the leader of the future will know how to ask.” – Peter Drucker in *Leadership Coaching for Educators*



Observations and Artifacts

- ▶ Moving from Knowledge to Application
 - ▶ Observations: How do observations assist in the application of the Iowa Standards for School Leaders (or Teaching Standards)?
 - ▶ Coaching Skills: How do you see coaching skills as a part of your comprehensive evaluation system?
 - ▶ Artifacts: What are they? What do they prove?
 - ▶ Conferencing Skills: Is it the same as coaching? How does it differ from conferences in teacher evaluation, or does it?



Observations and Artifacts

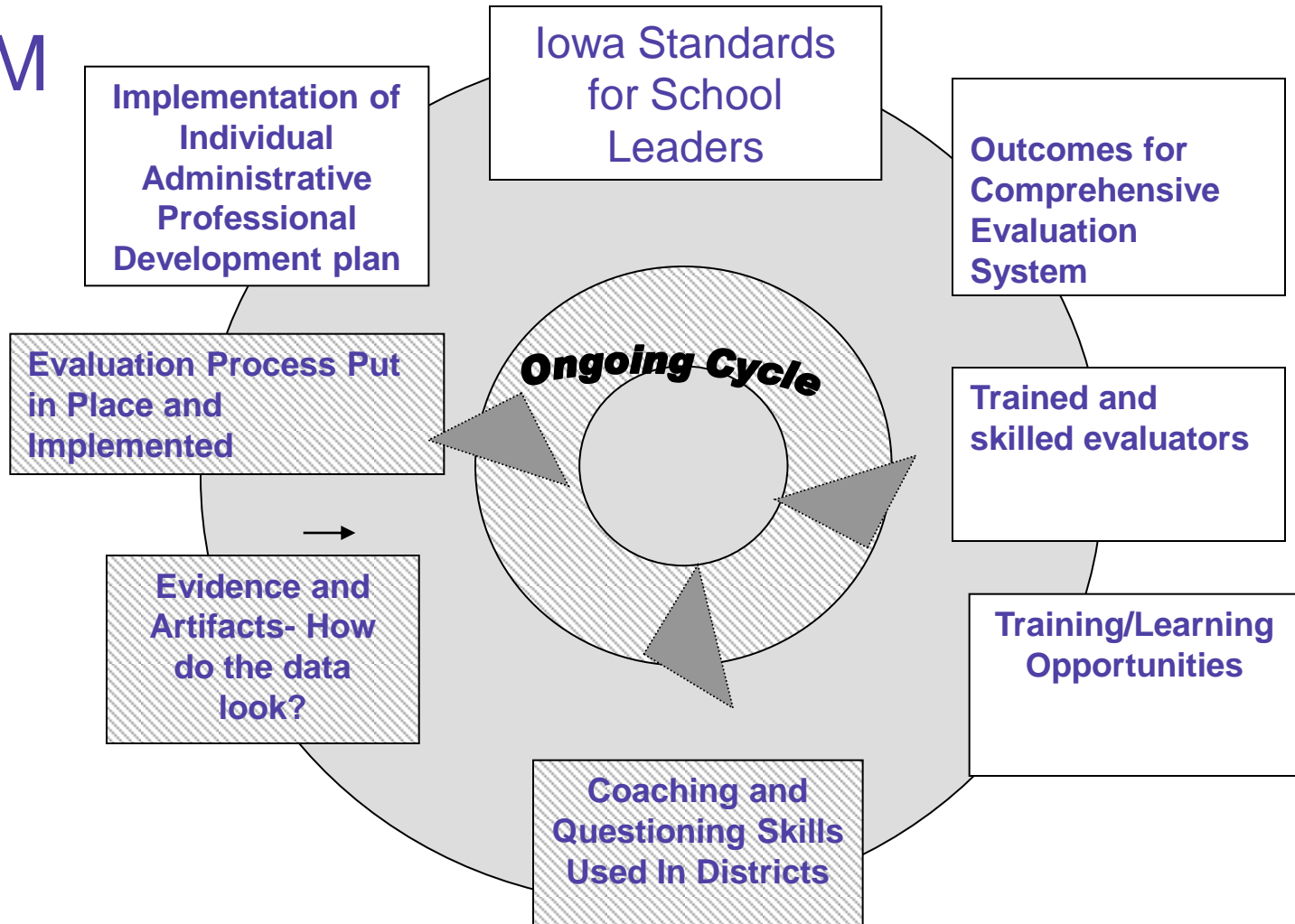
► **Evaluation as a Systems Approach**

- » PRESTO Leadership Evaluation- *Doug Reeves*
 - Proactive
 - Reciprocal
 - Empowering
 - Standards based
 - Truthful
 - Objective



Iowa Professional Development Model

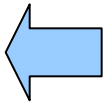
IPDM





The Continuum of Evaluation

Continuum of administrators and their skills

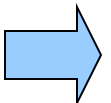


Exemplary

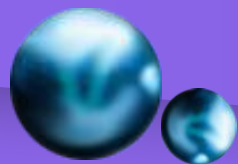
Proficient

Progressing

Not Meeting Standards



- Where do my administrators fall?
- What type of evaluation and/or coaching do I need to do with each one?
- What are the greatest needs of your administrators in terms of their own growth as educational leaders?
- What am I looking for in terms of an outcome for the administrator, myself as the evaluator, and the district in general?



The Law As it Relates to Administrative Evaluation-7/1/07

- ▶ Initial license earned for one year (with possible one year extension if the district believes the administrator is progressing towards competence in the Standards). The BOEE who would then issue a one year extension of the initial license
- ▶ To get a professional license administrator must:
 - » Complete mentoring and induction program
 - » Demonstrate competence on the administrative standards through a summative evaluation
- ▶ Administrators with a professional license shall develop an individual professional development plan with monitoring and annual review by their evaluator in a formative process
- ▶ Administrators with a professional license will have a summative evaluation at least every three years to assist the administrator in making continuous improvement, documenting continued competence on the Standards, and to determine if the administrator's practice meets school district expectations.



Evaluation Instruments

▶ Formative Evaluation

- ▶ Focus is on coaching with the intent or providing feedback for growth; development of meaningful SMART goals;

▶ Summative Evaluation



Evaluation Instruments

- ▶ Formative Evaluation

- ▶ Summative Evaluation

- ▶ Used with administrators who hold an initial administrative license and every 3 years for administrators with a standard license

5 Minutes





Tools for Evaluation

- ▶ Resource for Administrators
- ▶ In pairs, connect to the following website –
 - ▶ www.sai-iowa.org/principaleval



Technology to Support Evaluation

- ▶ **E-Portfolio** (www.education.uiowa.edu/ialeaders/model.htm)
 - ▶▶ A joint project of SAI, IASB, CRCSD, and UI College of Education to develop a school leadership portfolio organized around the ISSL
 - ▶▶ A web-based system that allows school leaders to document their mastery of the standards through performances and artifacts



Technology to Support Evaluation

- ▶ **IowaPages** (<http://www.iowapages.org>)
 - » An electronic version of artifact and evidence collection that creates an administrator portfolio online. AEA 267 is the creator of this resource.



Action Plan for Evaluation *Setting the stage for Module 8 in April.*

- ▶ Identify an administrator whom you will be having a coaching conversation
- ▶ Begin to create a plan and timeline
 - » Observations and review of their individual professional development plan
 - » Conferencing – informal and formal discussions
 - » Questioning- Essential component of informal and formal conference with administrators
 - » Use of Iowa Standards for School Leaders
 - » Artifacts/Data Points



Preparing for Module 8

Share.....

- ☐ What administrator will you be facilitating a coaching conversation?
- ☐ Do you know what the focus of the conversation will be? If so, share.
- ☐ What are some issues/concerns you have?
- ☐ Reporting out.....



Preparing for Module 7

- ▶ Bring a copy of the tool that is currently being used in your district to evaluate administrators.
- ▶ Tell a neighbor how you are going to remember to bring this tool on March 10.

5 Minutes





Assignment

You will be assigned ONE of the three listed -

Group 1 (Aistrophe thru Gaw) Read article in *The School Administrator*, October 2004; “Principals' Portfolios” (Tool 6.7)

- Complete reflection on article (Tool 6.8), post on Wiki and be prepared to share in March.

Group 2 (Harman thru Roecker) Review on-line evaluation tools and complete reflection using the comparative tool for the two sites (Tool 6.9). Post on Wiki and be prepared to share in March.

- Iowa ePortfolio Model for School Leaders
 - www.education.uiowa.edu/ialeadsr/
- Iowa Pages Model for School Leaders
 - www.iowapages.org

Group 3 (Schreiber thru Wathen) Review sample evaluation instruments. Complete “Strengths/Challenges/Comments” (Tool 6.14) on each, post on Wiki and be prepared to share in March.



Ticket Out the Door

- ▶ **Turn to a Colleague: Explain the assignments each of you is to complete.**
- ▶ **Complete your session reflection sheet**





For Additional Information:

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